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ENG 1001G-247: College Composition I Dual Credit

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Eastern Illinois University

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Eastern Illinois University - High School District 214
ENG 1001G Composition and Language /
63290 College Composition
Dual Credit - 3 semester hours - Spring 2020



| | |
|-----------------------------|----------------------------------------------------------------------|
| INSTRUCTOR: Jaime Burns | START DATE: January 7, 2020 |
| EMAIL: jaime.burns@d214.org | END DATE: May 1, 2020 |
| PHONE: 847-718-5127 | PERIOD AND TIME: 1 (8:15-9:03) or 5 (11:45-12:34) or 8th (2:22-3:10) |
| MODALITY: face-to-face | LOCATION: JHHS Room 117 |

SYLLABUS CONTENTS

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A. COURSE DESCRIPTION

College Composition I: Critical Reading & Source-Based Writing

College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. **C1 900R(WC)**

B. PREREQUISITE INFORMATION

ENG 1000 or proficiency in basic skills as determined by the English Department. C1 900R Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement.

SAT EBRW score of 430 or better.

C. STUDENT LEARNING OUTCOMES/COMPETENCIES

At the conclusion of the College Composition course, students should be able to

- develop effective writing processes for producing documents
- produce informative, analytical, evaluative, and persuasive prose
- implement reading processes to evaluate sources
- adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
- find appropriate sources through secondary research, including the use of academic databases



- integrate sources ethically and appropriately using at least one recognized citation style
- use effective language and delivery skills through speaking opportunities
- present work in edited American English

D. COURSE MATERIALS/ TEXTBOOK

Please bring your iPad to class daily. Work to establish the habit of checking your D214 email and our course Schoology page regularly. Announcements, updates, resources, and materials will be posted frequently. Remember, your school-issued iPad is a tool for learning not a toy for distraction.

Cohen, Samuel. *50 Essays: A Portable Anthology*. Bedford / St. Martin's, 2011.

Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say, I Say*. W.W. Norton & Company, 2009.

Lunsford, Andrea A., and John J. Ruskiewicz. *Everything's An Argument*. Bedford / St. Martin's, 2010.

E. CLASS OUTLINE AND CALENDAR

Posted to Schoology

F. ASSIGNMENTS

Analysis & Evaluation (Weeks 1-5)

Writing Tasks

Advertisement/Commercial Visual Analysis (75 points -- 3 pages)

Skills:

- rhetorical situation: audience, purpose, tone, context, exigence
- appeals to ethos, pathos, logos
- arrangement
- schemes & tropes

Sources:

- *Everything's An Argument*: chapters 1-5, 13, 15

Book Review (75 points -- 3 pages)

Skills:

- formulating criteria
- presenting evidence
- developing voice

Sources:

- *Everything's An Argument*: chapter 10



- *New York Times* Book Reviews

Informative & Persuasive Argument (Weeks 7-17)

Writing Tasks

I Search (100 points – 5 pages)

Skills

- They Say: summary, quotation, paraphrase
- I Say: agree, disagree, both
- source reliability, relevancy, accuracy, currency
- MLA citation format

Sources

- *They Say, I Say*: chapters 1-7
- *Everything's An Argument*: chapters 16 & 19
- Katie Alexander—JHHS Librarian
- OWL @ Purdue

Problem-Solution (100 points -- 5 pages)

Skills

- Toulmin Model
- claim / qualifier
- warrant / backing
- evidence
- conditions of rebuttal and response

Sources

- *Everything's An Argument*: chapter 7

Metacognitive Journal (50 points -- 4 pages)

Skills

- self-assessment
- goal-setting
- evidence of growth



G. STUDENT EVALUATION AND GRADING

Students who enroll in this dual credit course will receive a grade on both a High School District 214 and Eastern transcript. Policies related to these grades are outlined below.

Course grades will be determined according to the following categories:

| Category | Percentage OR Points |
|------------------|----------------------|
| Writing Projects | 65% |
| Daily Grind | 25% |
| Final Exam | 10% |

Writing Projects

Students will write a variety of informative, analytical, evaluative, and persuasive essays. These projects will cultivate varied essential writing skills while teaching the writing process: invention, brainstorming, drafting, conferencing, revising, and editing. Students will submit their essays via turnitin.com and assemble an online writing portfolio in order to document growth and reflect on progress.

Daily Grind

Daily work will occur in the forms of annotations, exercises, journals, quizzes, peer reviews, projects, presentations, and participation. Make sure to use the Schoology calendar to keep track of deadlines and manage both your workload and time accordingly.

The course will use the following grading scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Missed or late exams, quizzes, and assignments [High School District 214 Board Policy 6:290 AP]

A student, whose absence is authorized, unauthorized, or an excused absence will be permitted to make up the work missed. Credit given for such work will be appropriate to the nature of the work missed and to the quality of the make-up work. The teacher will establish reasonable time limits for its completion.



Course Requirement

By semester's end, students must have crafted 5,000 words (approximately twenty pages) of polished prose through multiple writing projects.

Attendance

Absence: Since I value our time together, I expect you to be in class every day—physically and mentally. If you are absent make sure to contact a classmate or myself in order to learn what you missed during class. Absences, excused or unexcused, do not free you from long term due dates. You may email the assignment (expect a confirmation email in return) or send the work to school with a friend or relative. Make-up work (including missed tests/quizzes) must be completed within one week of an excused absence. You may take tests and quizzes before/after school or during any free period in the Test Make-up Center. Remember, make-up work is your responsibility.

DUAL CREDIT FINANCIAL AID IMPLICATION

Students whose dual credit grades fall below a “C” or receive a “W” could be in danger or impacting their future Financial Aid eligibility as dual credit grades affect college GPA and calculation of completed/non-completed courses.

H. COURSE WITHDRAWAL INFORMATION

Students are subject to both the Eastern Illinois University and High School District 214 withdrawal policies, each independently impacting grades awarded by each institution.

A student wanting to withdraw from a dual credit course should contact his/her High School District 214 counselor.

Students dual credit enrollment is also subject to the college's enrollment and withdrawal policies. Students who withdraw from courses after designated drop period may risk receiving a 'W' or 'F' on college transcript.

Eastern Illinois University Withdrawal Policy

| | |
|----------------------------------------------------------------------------------------------------|-------------------------|
| <i>Last day to drop class with no repercussions. After this date a 'W' grade will be assigned.</i> | <i>January 16, 2020</i> |
| <i>Last day to withdraw from class and receive 'W' on transcript</i> | <i>March 20, 2020</i> |

Dual Credit Financial Aid Implications

Students whose dual credit grades fall below a “C” or receive a “W” could be in danger or impacting their future Financial Aid eligibility as dual credit grades affect college GPA and calculation of completed/non-completed courses.



I. ACADEMIC DISHONESTY

Be responsible for your academic growth and success. Cheating/plagiarizing results in a zero for the assignment. It is not worth it. Do the work yourself, and reap the benefits. Students are subject to both the Eastern University and High School District 214 academic integrity and honesty policies.

Each may impact the academic activities at each institution. Please reference the John Hersey High School/District 214 Academic Integrity Policy for additional information. The policy will be strictly enforced. The Eastern Illinois University Student Code of Conduct for EIU that can be found on the University's website: <http://www.eiu.edu/~judicial/studentconductcode.php>. Strict adherence to this policy will be expected at all times without exception. Violators of this policy will be subject to appropriate disciplinary actions.

J. STUDENTS WITH DISABILITIES AND ACADEMIC ACCOMMODATIONS (High School District 214 Board Policy 6:120)

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's Special Education rules, that special education services are needed. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's disabled students.



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K. MISCELLANEOUS

Rigor

College Composition demands attention. Expect challenging coursework that develops your reading, writing, and critical thinking skills. Remember, this course is a dual credit course. Passing the course will save you both time and money in college. That said, your health, mental and physical, always takes priority. Talk with me (before the assignment is due) if you can't meet a deadline.